DOCUMENT RESUME

ED 131 263 CE 008 492

TITLE	A Model for the Evaluation of Vocational Teacher Education.
INSTITUTION	Indiana Univ., Bloomington. School of Education.; Purdue Univ., Lafayette, Ind. Dept. of Education.
SPONS AGENCY	Indiana State Board of Vocational and Technical Education, Indianapolis.
PUB DATE	[76]
NOTE	114p.; For a related document see CE 008 491
EDRS PRICE	MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS	Educational Objectives; *Evaluation Criteria; Higher Education; Measurement Goals; *Models; *Program Evaluation; State Programs; State Standards; State Universities; Statewide Planning; *Teacher Education; *Vocational Education; Vocational Education Teachers
IDENTIFIERS	Indiana

ABSTRACT

Built on the premise that the primary delivery system for vocational teacher education in Indiana has been the public institutions of higher education, this model for evaluating the State's total professional development efforts is a classification scheme organized around three major mission areas of vocational teacher education and their corresponding eleven goal statements representing the expectations the State has for its vocational teacher education program: (1) Instruction Mission (Preservice, Inservice, Vocational Administrators, and Graduate Studies), (2) Research and Development Mission (Basic and Applied Research, Developmental Activities, and Evaluation Activities), and (3) Service Mission (Intra-University Activities, Local Education Association Activities, State Education Association Activities, and National Activities). Ninety-six objectives are listed under the eleven goal statements to describe what the vocational teacher education program will do in achieving a particular goal or in performing a particular function. Several hundred process and product criteria are then included under the objectives to specify the basic measurable components of each. An introductory section describes briefly the development and rationale for the model and traces the process of commitment, goal agreement, criteria assessment, data collection, interpretation and decision that must be followed by the institutions of higher education providing vocational teacher education services and the representatives of the State Board of Vocational-Technical Education in cooperation with user groups if the application of the model is to yield an effective analysis of the strengths and weaknesses of the State's total vocational teacher education effort as delivered through its institutions of higher education. (HD)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED131263

A MODEL FOR THE EVALUATION OF VOCATIONAL TEACHER EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CE 008 492

TABLE OF CONTENTS

	Page
Abstract	i
Table of Contents	ii
Background Information	1
Rationale for the Model	3
The Working Model	4
Utilization of the Evaluation Model	6
Conclusions	10
References	11
Model	1-99
Instruction Mission	1-50
Goal A: Pre-Service	1-13
Goal B: In-Service	14-27
Goal C: Vocational Administrators	28-39
Goal D: Graduate Studies	40-50
Research and Development Mission	51-80
Goal A: Basic and Applied Research	51-60
Goal B: Developmental Activities	61-71
Goal C: Evaluation Activities	72-80
Service Mission	81-99
Goal A: Intra-University Activities	81-89
Goal B: LEA Activities	90-91
Goal C: SEA Activities	92-95
Goal D: National Activities	96-99

CE 008 492

EVALUATION OF VOCATIONAL TEACHER EDUCATION

A MODEL

INDIANA UNIVERSITY

PURDUE UNIVERSITY

Background Information

Implicit in vocational teacher education is an evaluation system which enables institutions and agencies to determine the effectiveness of such teacher education and to make provisions for improvement in the teacher education process.

While many approaches to evaluation model development were reviewed, it was felt that three significant aspects of evaluation must be addressed: 1) the information to be sought, 2) the nature of the

evaluative effort, and 3) the evaluation process. Turner (1973) identified four domains into which evaluative information may be classified: 1) selection, 2) training, 3) placement, and 4) work success. Furthermore, he suggested that various relationships may exist among these domains for purposes of research into teacher education. Stufflebeam identified the types of evaluation to be considered for inclusion in an evaluation model as including, 1) context, 2) input, 3) process, and 4) product (Stufflebeam, et al, 1971). Metfessel and Michael described a paradigm for treating program evaluation. The authors outlined eight phases in evaluating programs: 1) personnel involvement including individuals directly and indirectly concerned with the program, 2) structuring of a cohesive model including goals and objectives, 3) generation of objectives into a useable form, 4) instrument development for assessment, 5) use of periodic observations, 6) data analysis, 7) data interpretation, the development of conclusions, and 8) development of recondations for future decisions (Metfessel and Michael, 1967, pp. 270 & 271).

A comprehensive model for the evaluation of vocational teacher education must necessarily consider the domains of information, the types of evaluation, and the steps in the evaluation process.

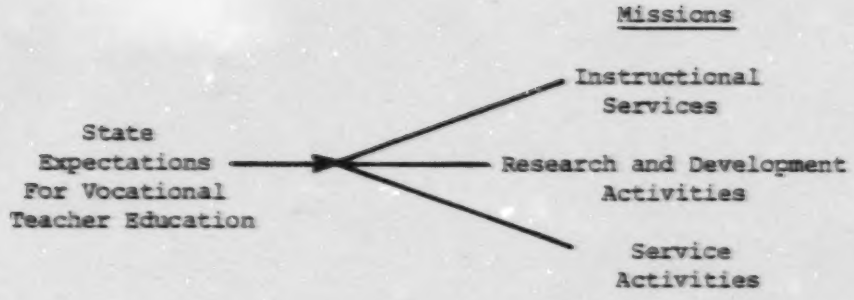
The precedent for a model for the evaluation of vocational teacher education evolves from the historical perspective that mandates that vocational teacher education is a function of the state. It will be recalled that beginning with the Smith-Hughes Act state plans have been required to provide for vocational teacher education. Furthermore, it can be noted that general authorization for teacher education activities

resides at the state level and is delegated to institutions to provide teacher education services. Thus it can be argued that vocational teacher education is a statewide concern and that the state will provide for needed vocational teacher education services without regard to particular institutions or agencies.

Rationale for the Model

The model offered for consideration is built upon the premise that the primary delivery system for vocational teacher education has been the public institutions of higher education. Therefore, an evaluation of vocational teacher education services should be directed at that delivery system, or the state institutions of higher education.

Furthermore, a model encompassing a state's vocational teacher education activities should be comprehensive and inclusive of the major expectations for vocational teacher education services. For example, teacher education personnel are frequently involved in curriculum development projects or in service on state level committees. They are expected to assist professional organizations, contribute to professional literature, and serve on evaluation panels. Such activities are a part of the expectations for teacher education personnel, just as is instruction at the pre-service, in-service, and advanced graduate levels. A logical extension of these expectations should be their inclusion in the evaluation model for vocational teacher education. More specifically, the classification of vocational teacher education expectations may be conceived as follows:



The model being proposed for the evaluation of vocational teacher evaluation, then, is 1) statewide, 2) based upon the delivery system, 3) inclusive of the major missions of vocational teacher education, and 4) based upon expectations for vocational professional development. The application of this model will yield an analysis of the strengths and weaknesses of the state's total professional development effort for the purpose of improvement of professional development services. The model described in the following paragraphs is the result of a project funded by the Indiana State Board of Vocational-Technical Education to Purdue and Indiana Universities entitled, "Generalizable Evaluation Model for Vocational Teacher Education Programs in Indiana." The model development project was linear and sequential. Each of the steps described herein were validated through an advisory committee representing 1) program area interests at the several institutions and 2) users of professional development services with input from the State Board of Vocational-Technical Education Staff.

The Working Model

Given the three major mission areas of vocational teacher education, model formulation then dictates the development of a workable

classification scheme which, when viewed in its entirety, will represent the totality of the state's professional development effort. Each of the three mission areas may therefore be defined in terms of goal statements or functions that are to be performed within each mission area. The sum of the goal statements for each of the mission areas constitutes all the expectations the state has for the particular mission areas.

In the design of the model is the assumption that while the three mission areas will be evident to some extent in all the institutions in the delivery system, not all institutions will necessarily subscribe to all the goal statements. Stated another way, within a state all goal statements will be reflected in one or more institutions; however, not all institutions must perform the same functions.

In order to describe the goal statements in terms of specific outcomes, objectives are developed. The objectives are descriptions of what the vocational teacher education program will do in achieving a particular goal or in performing a particular function. Multiple objectives are, therefore, necessary for each goal statement. Once an institution has subscribed to or been assigned a particular goal, it is then assumed that it is responsible for meeting all objectives which describe that goal.

Operationalization of the objectives in measurable terms is provided through process and product criteria which specify the basic components of an objective. Measurement of the degree to which criteria have been met will determine the degree to which an objective has been accomplished. Process criteria are indices of activities that occur during the accomplishment of a particular objective. Product criteria, on the other

hand, are indices that are in evidence after the conclusion of a particular activity. Obviously, assessment will be applied to all the criteria contained within an objective.

In summary, there now exists a comprehensive statewide model for the evaluation of vocational teacher education programs. A working model, based on three major mission areas of vocational teacher education, includes the goals, objectives, and criteria which will enable a state to evaluate its total vocational teacher education effort as delivered through institutions of higher education.

Utilization of the Evaluation Model

Implementation of the model requires cooperation and openness among the various parties who will be involved. The attitude that evaluation has as its purpose program improvement must be emphasized with individuals and agencies who will participate in the evaluation activities. It is assumed that the model will be implemented by 1) the institutions of higher education providing vocational teacher education services and 2) representatives of the State Board of Vocational Technical Education in cooperation with user groups. These groups must cooperatively determine the parameters of evaluation. It is of the utmost importance that the total statewide effort be undertaken positively and that a spirit of cooperation be maintained throughout the implementation. State-wide evaluation of vocational teacher education may be logically sequenced into discrete steps.

Commitment

First, there must be a commitment to professional development and its evaluation by the State Board of Vocational Technical Education. This will appear as state board objectives, state board staff assignments, comprehensive contractual agreements with institutions of higher education, etc. Similarly, there must be strong evidence of commitment to evaluation and the need for program improvement by the institutions through staffing, budgets, assignments, etc. In other words, there must be sufficient commitment among the various parties to enable them to meet together on common grounds to evaluate the degree to which the state's total professional development effort is being met.

Goal Agreement

Second, in concert the parties must agree to those goals which will constitute the professional development of the several institutions in the state. This activity should be jointly undertaken by state board representatives and individuals representing the total vocational effort in the several institutions. Emphasis is placed on the total institutional effort since it is apparent that the evaluation model cuts across program area or department lines. Consequently, institutional representatives should have the full support of the individual departments or program areas and be able to speak accurately about the institution's activities within particular program areas or departments. For this step it is recommended that a state committee be established which will represent each of the institutions engaged in vocational teacher education and representatives of the state board staff. It should be

recognized that gaps in the state's professional development effort may well appear here; e.g., no institution is involved in evaluation activities.

Criteria Assessment

Third, the representatives of the institutions and the representatives of the state board should meet together to determine the organization for implementation. Using the criteria and instruments available, inter- and intra-institutional questions concerning time lines, responsibilities, reporting, communication, etc., must be addressed. Significant decisions regarding the allocation of resources must be made at this time by the institutions and the State Board for Vocational and Technical Education. Specifically, it is at this time when the model implementation moves from the global level of commitment to the pragmatic level of action.

Data Collection

Fourth, based upon the decisions made in the preceding steps evaluative data must be collected for each institution. The compilation of each institution's data will constitute a report of that institution. The compilation of all the evaluative data will serve as the basis for the statewide analysis.

Interpretation and Decision

Fifth, a "blue-ribbon" panel should be convened to analyze the total evaluative data of the state and develop the evaluation report. The

panel should contain representatives of the state board, third party evaluation experts, and, again, representatives from each of the institutions. It should be reemphasized that the latter representatives must have the support of the constituent teacher training faculties or departments within each of the institutions. The efforts of the committee should result in a comprehensive statewide analysis of the total professional development activities in vocational education, including the identification of strengths, areas of needed improvement, and recommendations. Upon receipt of the evaluation report, it will be possible for the state board in cooperation with the institutions of higher education to plan means for improving the state's vocational professional development services. It will also be possible at this time to make plans for institutionalizing evaluation as a major aspect of delivering vocational teacher education. In other words, it will be possible to include an evaluation component in all vocational teacher education contracts, projects, and ongoing programs because of the constituted and institutionalized role of evaluation.

Not to be overlooked is the value that the implementation of this model can be to particular institutions. Since evaluative data is to be gathered on an institutional basis and an institutional report will be prepared, it will be possible for institutions to undertake unilaterally changes in their vocational teacher education activities. For example, an institution may wish to adjust its budgetary or staff commitment to vocational teacher education in the light of institutional findings.

Conclusions

The evaluation of vocational teacher education activities is a concern shared by many groups and individuals throughout the nation today. When a historical and broad perspective is used in developing an evaluation system, an evaluation may be made of the degree to which goals, or functions performed, are being met throughout the state. Goals fall within one of three major mission areas and are subdivided into teacher education objectives and accessible criteria. When engaging in a major evaluation effort of this type care must be exercised to 1) insure cooperation of those individuals and groups to be involved, 2) provide for positive attitude on their part, 3) include adequate representation of the various interests, and 4) plan for the additional resources that will be necessary to implement an evaluation program. The application of a statewide evaluation model for vocational teacher education will yield the foundation for the inclusion of continuing evaluation components in professional activities and the basis for making decisions for improvement of vocational teacher education services throughout the state.

Project Directors

Indiana University

School of Education
Dr. Thomas R. White

Purdue University

Department of Education
Dr. William B. Richardson
Dr. Charles E. Kline

References

Metfessel, Newton S. and Michael, William B. "A Paradigm Involving Multiple Criterion Measures for the Evaluation of the Effectiveness of School Programs," as presented in Worthen, Blaine R. and Sanders, James R. Educational Evaluation: Theory and Practice. Charles A. Jones Publishing Company, Worthington, Ohio, 1973.

Stufflebeam, D. L. "Educational Evaluation and Decision-Making," as presented in Worthen, Blaine R. and Sanders, James R. Educational Evaluation: Theory and Practice. Charles A. Jones Publishing Company, Worthington, Ohio, 1973.

Turner, Richard L. (Ed.) An Overview of Research in Teacher Education (Forum Series), Division of Teacher Education, Bloomington, IN. December, 1973.

MODEL

MISSION AREA: I. INSTRUCTION

GOAL: A. To provide pre-service vocational teacher education programs which are recognized by the State Board of Vocational and Technical Education

OBJECTIVES: The vocational teacher education program function will:

1. provide qualified faculty
2. offer curriculum which meets state certification requirements
3. provide instructional facilities which are comparable to or exceed those found in public schools in Indiana
4. provide instructional equipment to teach identified skills and knowledges
5. provide instructional support services for vocational teacher education personnel
6. provide instruction through methods which prepare students to become vocational instructors
7. provide instruction through content which prepares students to become vocational instructors
8. offer placement and follow-up services
9. utilize university and/or vocational teacher education admission criteria
10. provide guidance services throughout students' period of study
11. engage in self evaluation
12. provide library resources

INSTRUCTION

GOAL STATEMENT A: To provide pre-service vocational teacher education programs which are recognized by the State Board of Vocational and Technical Education

Objective 1: provide qualified faculty

Criteria:

a. faculty is certified in appropriate vocational program area if such certification is available

b. faculty is active in appropriate vocational education professional organizations

c. faculty is recognized as qualified by experts outside institution

d. faculty teaching conditional certification courses possesses same qualifications as faculty teaching in-credit courses and degree programs

INSTRUCTION

GOAL STATEMENT A: To provide pre-service vocational teacher education programs which are recognized by the State Board of Vocational and Technical Education

Objective 2: offer curriculum which meets state certification requirements

Criteria:

a. list of state certification requirements is available

b. curriculum is flexible to meet requirement needs

c. program planners have input into formation of requirements set up by state board for certification

d. program planners are up-to-date on current requirements

e. pre-service vocational teacher education program is approved by the Teacher Training and Licensing Commission

f. curriculum advisory committees are utilized

INSTRUCTION

GOAL STATEMENT A: To provide pre-service vocational teacher education programs which are recognized by the State Board of Vocational and Technical Education

Objective 3: provide instructional facilities which are comparable to or exceed those found in public schools in Indiana

Criteria:

a. classroom facilities are sufficient for providing experiences necessary to meet program objectives

b. laboratory facilities are sufficient for providing experiences to meet program objectives

INSTRUCTION

GOAL STATEMENT A: To provide pre-service vocational teacher education programs which are recognized by the State Board of Vocational and Technical Education

Objective 4: provide instructional equipment to teach identified skills and knowledges

Criteria:

a. classroom instructional equipment is sufficient for providing experiences to meet program objectives

b. laboratory instructional equipment is sufficient for providing experiences to meet program objectives

INSTRUCTION

GOAL STATEMENT A: To provide pre-service vocational teacher education programs which are recognized by the State Board of Vocational and Technical Education

Objective 5: provide instructional support services for vocational teacher education personnel

Criteria:

a. program has adequate office space and equipment to support instructional program

b. program has adequate non-professional instructional staff to support instructional program

c. program has sufficient non-instructional staff to support instructional program

d. adequate supply and expense budget exists for instructional program

INSTRUCTION

GOAL STATEMENT A: To provide pre-service vocational teacher education programs which are recognized by the State Board of Vocational and Technical Education

Objective 6: provide instruction through methods which prepare students to become vocational instructors

Criteria:

a. program includes variety of appropriate in-class experiences

b. instructional program provides student-teaching experiences in vocational area

c. instructional program provides supervision of student-teaching experience in vocational area

d. instructional program provides early field experiences and supervision in vocational area

e. early field experience follow-up consultation is provided

f. post student-teaching follow-up consultation is provided

g. student acquisition of methodological skills is evident

INSTRUCTION

GOAL STATEMENT A: To provide pre-service vocational teacher education programs which are recognized by the State Board of Vocational and Technical Education

Objective 7: provide instruction through content which prepares students to become vocational instructors

Criteria:

a. instructional content reflects current trends

b. instructional content is based upon identified professional and technical needs of vocational speciality area

c. content is perceived by students to be meaningful

d. content is perceived as challenging by faculty and students

e. student acquisition of curriculum content is evident

f. courses of study are on file for certification purposes

g. content of certification courses is based on empirically identified competencies

INSTRUCTION

GOAL STATEMENT A: To provide pre-service vocational teacher education programs which are recognized by the State Board of Vocational and Technical Education

Objective 8: offer placement and follow-up services

Criteria:

a. teacher placement assistance is provided

b. placement service utilizes expertise of vocational teacher education faculty

c. placement service includes maintenance of credentials

d. program maintains record of graduates' employment histories

e. program has plan on file for follow-up consultation of first and second year teachers

INSTRUCTION

GOAL STATEMENT A: To provide pre-service vocational teacher education programs which are recognized by the State Board of Vocational and Technical Education

Objective 9: utilize university and/or vocational teacher education admission criteria

Criteria:

a. list of admissions criteria is used to counsel students into vocational teacher education programs

b. admissions criteria are available to students and staff

INSTRUCTION

GOAL STATEMENT A: To provide pre-service vocational teacher education programs which are recognized by the State Board of Vocational and Technical Education

Objective 10: provide guidance services throughout students' period of study

Criteria:

a. vocational faculty assumes responsibility of guidance

b. guidance services are available to students during vocational teacher education program

c. students perceive guidance services provided during vocational teacher education program as being helpful

d. faculty perceives guidance as its responsibility

e. faculty is accessible for instructional consultation with students

f. faculty provides academic advisement to vocational teacher education program majors

INSTRUCTION

GOAL STATEMENT A: To provide pre-service vocational teacher education programs which are recognized by the State Board of Vocational and Technical Education

Objective 11: engage in self evaluation

Criteria:

a. necessary formative evaluation is built into components of system

b. summative evaluation is implemented

c. procedures for alteration based on evaluation are evident in program

INSTRUCTION

GOAL STATEMENT A: To provide pre-service vocational teacher education programs which are recognized by the State Board of Vocational and Technical Education

Objective 12: provide library resources

Criteria:

a. inter-library loan facilities are available to students

b. library resources are responsive to needs of pre-service vocational teacher education programs

c. plan exists whereby faculty has input into library acquisitions

d. students perceive library resources as adequate and available

e. identified list of library resources related to vocational education is available

MISSION AREA: I. INSTRUCTION

GOAL: B. To provide comprehensive in-service experiences for vocational teacher education personnel and others who have identified a reason and can benefit from instruction in vocational education

OBJECTIVES: The in-service vocational teacher education program function will:

1. provide qualified faculty
2. offer curriculum which meets state certification requirements
3. provide credit courses for improvement of technical skills and knowledge of vocational personnel
4. provide credit courses for improvement of professional skills and knowledge of vocational personnel
5. provide non-credit courses and/or experiences for improvement of technical skills and knowledge of vocational personnel
6. provide non-credit courses and/or experiences for improvement of professional skills and knowledge of vocational personnel
7. provide experiences for conditional certification when necessary
8. provide experiences for individuals not engaged in vocational education, but who wish to improve their knowledge
9. provide a program for professionalization of vocational teaching certificate
10. engage in self evaluation
11. provide library resources
12. provide instructional equipment to teach stated skills and knowledge
13. provide instructional support services for vocational teacher education personnel

INSTRUCTION

GOAL STATEMENT B: To provide comprehensive in-service experiences for vocational teacher education personnel and others who have identified a reason and can benefit from instruction in vocational education

Objective 1: provide qualified faculty

Criteria:

a. faculty is certified in appropriate vocational program area

b. faculty possesses appropriate terminal degrees

c. faculty belongs to appropriate vocational education professional organizations

d. faculty is active in trend-related professional activities

e. faculty is recognized as qualified by professional peers outside the institution

f. faculty teaching conditional certification courses possesses same qualifications as faculty teaching in-credit courses and degree programs

g. faculty has had practical experience in field in which certification is held

INSTRUCTION

GOAL STATEMENT B: To provide comprehensive in-service experiences for vocational teacher education personnel and others who have identified a reason and can benefit from instruction in vocational education

Objective 2: offer curriculum which meets state certification requirements

Criteria:

a. list of state certification requirements is available

b. curriculum is flexible to meet requirement changes

c. program planners have input into formation of requirements set up by Teacher Training and Licensing Commission

d. program planners are up-to-date on current requirements

e. curriculum advisory committee is utilized

INSTRUCTION

GOAL STATEMENT B: To provide comprehensive in-service experiences for vocational teacher education personnel and others who have identified a reason and can benefit from instruction in vocational education

Objective 3: provide credit courses for improvement of technical skills and knowledge of vocational personnel

Criteria:

a. credit courses are designed to improve technical skills of vocational personnel

b. credit courses are designed to improve technical knowledge of vocational personnel

c. credit courses are offered at times convenient to participants

d. content of credit courses is based on needs assessment of LEA personnel

e. instructional resources are provided for field-oriented credit course work

f. participants perceive credit courses to be appropriate to their needs

g. LEA vocational administrators perceive credit courses to be appropriate

h. participant improvement of technical skills is evident

i. participant improvement of technical knowledge is evident

INSTRUCTION

GOAL STATEMENT B: To provide comprehensive in-service experiences for vocational teacher education personnel and others who have identified a reason and can benefit from instruction in vocational education

Objective 4: provide credit courses for improvement of professional skills and knowledge of vocational personnel

Criteria:

a. credit courses improve professional skills of vocational personnel

b. credit courses improve professional knowledge of vocational personnel

c. credit courses are offered at times convenient to participants

d. content of credit courses is based on needs assessment of vocational personnel

e. instructional resources are provided for field-oriented credit course work

f. participants perceive credit courses to be appropriate to their needs

g. LEA vocational administrators perceive credit courses to be appropriate

h. participant improvement of professional skills is evident

i. participant improvement of professional knowledge is evident

INSTRUCTION

GOAL STATEMENT B: To provide comprehensive in-service experiences for vocational teacher education personnel and others who have identified a reason and can benefit from instruction in vocational education

Objective 5: provide non-credit courses and/or experiences for improvement of technical skills and knowledge of vocational personnel

Criteria:

a. non-credit experiences are available which contain content to meet in-service needs of vocational personnel

b. systematic approach is utilized for providing students access to non-credit in-service education

c. non-credit courses and experiences are offered at times convenient to participants

d. content of in-service experiences is based on assessment of needs of vocational personnel

e. instructional resources are provided for field-oriented in-service work

f. in-service experiences are taught by regular faculty

g. participants perceive experiences to be appropriate to their needs

h. LEA vocational administrators perceive experiences to be appropriate

i. participant improvement of technical skills is evident

j. participant improvement of technical knowledge is evident

INSTRUCTION

GOAL STATEMENT B: To provide comprehensive in-service experiences for vocational teacher education personnel and others who have identified a reason and can benefit from instruction in vocational education

Objective 6: provide non-credit courses and/or experiences for improvement of professional skills and knowledge of vocational personnel

Criteria:

a. non-credit experiences are available which contain content to meet in-service needs of vocational personnel

b. systematic approach is utilized for providing students access to non-credit in-service education

c. non-credit courses and experiences are offered at times convenient to participants

d. content of in-service experiences is based on assessment of needs of vocational personnel

e. instructional resources are provided for field-oriented in-service work

f. in-service experiences are taught by regular faculty

g. participants perceive experiences to be appropriate to their needs

h. LEA vocational administrators perceive experiences to be appropriate

i. participant improvement of professional skills is evident

j. participant improvement of professional knowledge is evident

INSTRUCTION

GOAL STATEMENT B: To provide comprehensive in-service experiences for vocational teacher education personnel and others who have identified a reason and can benefit from instruction in vocational education

Objective 7: provide experiences for conditional certification when necessary

Criteria:

a. conditional certification activities are available for providing professional skills

b. conditional certification activities are based on needs assessment program

c. LEA's are provided professional development services at their sites

d. courses of study are on file for conditional certification courses

e. content of conditional certification courses is based on empirically identified competencies

f. teachers completing conditional certification classes perceive experience to be adequate

g. personnel records are maintained for persons completing conditional certification courses

h. LEA administrators are periodically asked to evaluate conditional certification experiences

INSTRUCTION

GOAL STATEMENT B: To provide comprehensive in-service experiences for vocational teacher education personnel and others who have identified a reason and can benefit from instruction in vocational education

Objective 8: provide experiences for individuals not engaged in vocational education, but who wish to improve their knowledge

Criteria:

a. non-vocational personnel have access to vocational courses and activities

b. courses and activities are designed for non-vocational personnel who wish basic knowledge of vocational education

c. program responds to requests from non-vocational groups who desire vocational education assistance

d. persons who have participated in courses in vocational education, but not engaged in vocational education, perceive experiences to be beneficial

e. recruiting techniques are utilized to encourage participation of non-vocational personnel

INSTRUCTION

GOAL STATEMENT B: To provide comprehensive in-service experiences for vocational teacher education personnel and others who have identified a reason and can benefit from instruction in vocational education

Objective 9: provide a program for professionalization of vocational teaching certificate

Criteria:

a. program meets state certification requirements for professionalization of vocational teaching certificate

b. professionalization of vocational teaching certificates is available within specific vocational program area

c. professionalization program is devoted to improvement of teacher practices within specific vocational program area

d. participants perceive professionalization program beneficial to their professional practices

e. professionalization program is designed to provide an understanding of comprehensive vocational education

f. professionalization program is established upon empirically derived competencies

INSTRUCTION

GOAL STATEMENT B: To provide comprehensive in-service experiences for vocational teacher education personnel and others who have identified a reason and can benefit from instruction in vocational education

Objective 10: engage in self evaluation

Criteria:

a. necessary formative evaluation is built into components of program cycle

b. summative evaluation is included within program cycle

c. procedures for alteration based on evaluation are evident in program

INSTRUCTION

GOAL STATEMENT B: To provide comprehensive in-service experiences for vocational teacher education personnel and others who have identified a reason and can benefit from instruction in vocational education

Objective 11: provide library resources

Criteria:

a. inter-library loan facilities are available to students

b. library resources are responsive to needs of in-service vocational teacher education programs

c. plan exists whereby faculty has input into library acquisitions

d. students perceive library resources as adequate and available

e. identified list of library resources related to vocational education is available

INSTRUCTION

GOAL STATEMENT B: To provide comprehensive in-service experiences for vocational teacher education personnel and others who have identified a reason and can benefit from instruction in vocational education

Objective 12: provide instructional equipment to teach stated skills and knowledge

Criteria:

a. classroom instructional equipment is sufficient for providing experiences necessary to meet program objectives

b. laboratory instructional equipment is sufficient for providing experiences necessary to meet program objectives

INSTRUCTION

GOAL STATEMENT B: To provide comprehensive in-service experiences for vocational teacher education personnel and others who have identified a reason and can benefit from instruction in vocational education

Objective 13: provide instructional support services for vocational teacher education personnel

Criteria:

a. program has adequate office space and equipment to support instructional program

b. program has adequate non-professional instructional staff to support instructional program

c. program has sufficient non-instructional staff to support instructional program

d. adequate supply and expense budget exists for instructional program

MISSION AREA: I. INSTRUCTION

GOAL: C. To provide programs for preparation of vocational education administrators and other support personnel

OBJECTIVES: The vocational education administration program function will:

1. provide qualified faculty
2. offer curriculum which meets state certification requirements
3. provide instruction through methods which cover functions of educational administration and prepare students to become vocational administrators
4. provide library resources
5. utilize university and/or vocational teacher education admission criteria for vocational administration programs
6. offer placement and follow-up services for program graduates
7. provide guidance services
8. engage in self evaluation
9. provide program for professionalization of vocational administration certificates
10. provide instructional equipment to teach identified skills and knowledge
11. provide instructional support services for vocational teacher education personnel

INSTRUCTION

GOAL STATEMENT C: To provide programs for preparation of vocational education administrators and other support personnel

Objective 1: provide qualified faculty

Criteria:

a. faculty includes personnel who have had administrative experience in vocational education

b. faculty includes personnel who are certifiable in vocational education administration

c. faculty is active in appropriate vocational education administration professional organizations

d. faculty is recognized as qualified by experts outside institution

INSTRUCTION

GOAL STATEMENT C: To provide programs for preparation of vocational education administrators and other support personnel

Objective 2: offer curriculum which meets state certification requirements

Criteria:

a. list of state certification requirements is available

b. curriculum is flexible to meet requirement changes

c. program planners have input into formation of requirements set by state board for certification

d. program planners are up-to-date on current requirements

e. vocational administration program is approved by Teacher Training and Licensing Commission

f. curriculum is developed with input from department which has responsibility for administrator education

g. curriculum advisory committee is utilized

INSTRUCTION

GOAL STATEMENT C: To provide program for preparation of vocational education administrators and other support personnel

Objective 3: provide instruction through methods which cover functions of educational administration and prepare students to become vocational administrators

Criteria:

a. functions of educational administration are included in courses

b. courses are offered for operational planning and needs assessment, curriculum development, finance, program evaluation, and personnel

c. program is established on basis of list of competencies or tasks in educational administration

d. program development has utilized input from local and state vocational administrators

e. graduates of program perceive courses as relevant

f. field experience for administrative training is provided

INSTRUCTION

GOAL STATEMENT C: To provide programs for preparation of vocational education administrators and other support personnel

Objective 4: provide library resources

Criteria:

a. inter-library loan facilities are available to students

b. library resources are responsive to graduate studies in vocational administration

c. plan exists whereby faculty has input into library acquisitions

d. graduates perceive library resources as adequate and available

e. identified list of library resources related to vocational administration is available

INSTRUCTION

GOAL STATEMENT C: To provide program for preparation of vocational education administrators and other support personnel

Objective 5: utilize university and/or vocational teacher education admission criteria for vocational administration programs

Criteria:

a. admissions criteria are utilized to select students to be admitted into vocational administration programs

b. admissions criteria are accessible to applicants and to faculty

c. admissions criteria include job description of vocational administrators

d. when program deviates from stated admissions criteria, reasons are documented

e. recommendations from LEA administrators are considered

INSTRUCTION

GOAL STATEMENT C: To provide programs for preparation of vocational education administrators and other support personnel

Objective 6: offer placement and follow-up services for program graduates

Criteria:

a. administrative placement assistance is provided

b. administrative placement follow-up consultation is provided

c. placement services utilize expertise of program faculty

d. program maintains file of persons completing administrative training program

e. program maintains file of current administrative openings in vocational education

f. follow-up assistance for new vocational administrators is offered

INSTRUCTION

GOAL STATEMENT C: To provide programs for preparation of vocational education administrators and other support personnel

Objective 7: provide guidance services

Criteria:

a. guidance activities are provided for vocational administration students

b. guidance services are provided by faculty in vocational administration training program

c. students are aware of guidance services available

d. students perceive guidance services as adequate

INSTRUCTION

GOAL STATEMENT C: To provide programs for preparation of vocational education administrators and other support personnel

Objective 6: engage in self evaluation

Criteria:

a. necessary formative evaluation is built into components of evaluation system

b. summative evaluation is included in system

c. procedures for alteration based on evaluation are evident in program

INSTRUCTION

GOAL STATEMENT C: To provide programs for preparation of vocational education administrators and other support personnel

Objective 9: provide a program for professionalization of vocational administration certificates

Criteria:

a. extension courses, evening courses, and summer classes are offered to meet professionalization requirements

b. planned program exists for professionalization of administrative certificate

c. professionalization program is flexible in order to provide for individual needs

d. professionalization courses and experiences are offered at times and locations convenient to vocational administrators

INSTRUCTION

GOAL STATEMENT C: To provide programs for preparation of vocational education administrators and other support personnel

Objective 10: provide instructional equipment to teach identified skills and knowledge

Criteria:

a. classroom instructional equipment is sufficient for providing experiences to meet program objectives

b. laboratory instructional equipment is sufficient for providing experiences to meet program objectives

INSTRUCTION

GOAL STATEMENT C: To provide programs for preparation of vocational education administrators and other support personnel

Objective 11: provide instructional support services for vocational teacher education personnel

Criteria:

a. program has adequate office space and equipment to support preparation program

b. program has adequate non-professional instructional staff to support preparation program

c. program has sufficient non-instructional staff to support preparation program

d. supply and expense budget exists for preparation program

MISSION AREA: I. INSTRUCTION

GOAL: D. To provide graduate studies in vocational education and/or related vocational disciplines

OBJECTIVES: The graduate studies program function will:

1. provide faculty qualified to direct advanced graduate studies
2. provide instruction through methods using objectives which lead to graduate degree in vocational education
3. provide instruction through content which enables student to increase in vocational education knowledge and skills
4. provide program for preparing leadership personnel for vocational education
5. utilize university and/or vocational teacher education admissions standards for advanced graduate studies
6. provide research and development experiences for preparing persons to produce and use research and development
7. engage in self evaluation
8. provide for articulation of related studies to enhance preparation of individual
9. provide library resources to permit intensive investigation of research problems
10. offer student placement and follow-up services for program graduates

INSTRUCTION

GOAL STATEMENT D: To provide graduate studies in vocational education and/or related vocational disciplines

Objective 1: provide faculty qualified to direct advanced graduate studies

Criteria:

a. faculty exhibits expertise in research and development

b. faculty possesses Indiana State Vocational Teacher Certificate where applicable

c. faculty is recognized as qualified by Graduate School

d. faculty is active in appropriate vocational education professional organizations

INSTRUCTION

GOAL STATEMENT D: To provide graduate studies in vocational education and/or related vocational disciplines

Objective 2: provide instruction through methods using objectives which lead to graduate degree in vocational education

Criteria:

a. program includes variety of appropriate in-class experiences

b. student acquisition of methodological skills is evident

c. instructional program provides supervised field experiences and supervision in vocational area

INSTRUCTION

GOAL STATEMENT D: To provide graduate studies in vocational education and/or related vocational disciplines

Objective 3: provide instruction through content which enables student to increase in vocational education knowledge and skills

Criteria:

a. instructional content reflects current trends

b. instructional content is based upon identified professional and technical needs of vocational speciality area

c. content is perceived by student to be meaningful

d. content is perceived as challenging by faculty and students

e. student acquisition of curriculum content is evident

f. courses of study are on file for certification courses

g. content of certification courses is based on empirically identified competencies

INSTRUCTION

GOAL STATEMENT D: To provide graduate studies in vocational education and/or related vocational disciplines

Objective 5: utilize university and/or vocational teacher education admissions standards for advanced graduate studies

Criteria:

a. admissions criteria are utilized to guide applicants into advanced graduate study

b. admissions criteria are available to applicants and faculty

INSTRUCTION

GOAL STATEMENT D: To provide graduate studies in vocational education and/or related vocational disciplines

Objective 4: provide program for preparing leadership personnel for vocational education

Criteria:

a. graduate study programs provide variety of relevant learning experiences

b. programs utilize resource personnel in their areas of expertise

c. specialist's program is offered in vocational education

d. doctoral program is offered in vocational education

e. programs of study are individually designed

f. advanced graduate programs have responsibility for development of leadership skills

g. advanced graduate programs accomodate persons having career goals in administration and higher education

h. program graduates perceive program beneficial

INSTRUCTION

GOAL STATEMENT D: To provide graduate studies in vocational education and/or related vocational disciplines

Objective 6: provide research and development experiences for preparing persons to produce and use research and development

Criteria:

a. approved research dissertation and/or thesis is required for graduation

b. seminars are provided

c. opportunities for reviews of research are provided

d. opportunities for developmental activities with faculty leadership are available

e. program graduates recognize importance of research in vocational education

f. program graduates utilize research and development skills in subsequent employment

g. balance is maintained between theoretical and applied research

INSTRUCTION

GOAL STATEMENT D: To provide graduate studies in vocational education and/or related vocational disciplines

Objective 7: engage in self evaluation

Criteria:

a. necessary formative evaluation is built into components of system

b. summative evaluation is included in system

c. procedures for alteration based on evaluation are evident in program

INSTRUCTION

GOAL STATEMENT D: To provide graduate studies in vocational education and/or related vocational disciplines

Objective 8: provide for articulation of related studies to enhance preparation of individual

Criteria:

a. students are required to take courses in areas related to vocational education

b. advanced graduate studies committees include faculty members from related areas

c. instruction is available in other programs such as counseling and guidance, educational administration, or higher education

d. students in vocational education are encouraged to interact through courses with students from other fields

e. advanced graduate study provides for breadth; e.g., application of administrative skills to vocational education

f. advanced graduate study provides for depth; e.g., intensive study in vocational education

g. graduates perceive that majority of related studies are beneficial

INSTRUCTION

GOAL STATEMENT D: To provide graduate studies in vocational education and/or related vocational disciplines

Objective 9: provide library resources to permit intensive investigation of research problems

Criteria:

a. inter-library loan facilities are available to students

b. library resources are responsive to intensive investigation of research problems

c. plan exists whereby faculty has input into library acquisitions

d. graduates perceive library resources adequate

e. identified list of library resources related to vocational education is available

f. library resources related to vocational education are utilized by persons involved in intensive investigation of research problems

g. students have access to ERIC system

h. advanced graduate research of students reflects knowledge of appropriate related literature

INSTRUCTION

GOAL STATEMENT D: To provide graduate studies in vocational education and/or related vocational disciplines

Objective 10: offer student placement and follow-up services for program graduates

Criteria:

a. advanced graduate placement assistance is provided

b. advanced graduate follow-up consultation is provided

c. placement services utilize expertise of program faculty

d. placement office maintains file of persons completing advanced graduate studies

e. placement office maintains file of current advanced graduate studies openings in vocational education

f. follow-up assistance for newly placed advanced graduate students is offered

MISSION AREA: II. RESEARCH AND DEVELOPMENT

GOAL: A. To conduct basic and/or applied research activities

OBJECTIVES: The vocational teacher education program will:

1. identify goals for research missions of program
2. submit proposals for funding to appropriate external agencies for basic and/or applied research
3. engage in activities related to assessment of needs for expanding and/or applying knowledge
4. engage in dissemination activities related to informing publics about vocational education research
5. engage in coordination activities related to basic and/or applied research
6. involve students in current research
7. assist students in developing proposals for research
8. engage in research culminating in discovery, expansion, or application of knowledge pertaining to vocational education
9. contribute to vocational education research literature

RESEARCH AND DEVELOPMENT

GOAL STATEMENT A: To conduct basic and/or applied research activities

Objective 1: identify goals for research missions of program

Criteria:

a. statement of research goals is on file in departmental office

b. research goals are consistent with expertise of faculty

c. research goals follow consistent/appropriate theme(s); i.e., show continuity among activities

d. input for research goals is solicited from faculty

RESEARCH AND DEVELOPMENT

GOAL STATEMENT A: To conduct basic and/or applied research activities

Objective 2: submit proposals for funding to appropriate external agencies for basic and/or applied research

Criteria:

a. proposal(s) is submitted for basic and/or applied research

b. proposal(s) for basic and/or applied research contains section related to prior research as basis for justifying need

c. file of RFP's (related to basic and/or applied research) is maintained

d. library holdings support basic and/or applied research in vocational education program area

e. computer facilities are available to support research

f. procedures are developed to insure proposed project's completion

g. file is maintained of previous proposals for basic and/or applied research

RESEARCH AND DEVELOPMENT

GOAL STATEMENT A: To conduct basic and or applied research activities

Objective 3: engage in activities related to assessment of needs for expanding and/or applying knowledge

Criteria:

a. proposal(s) for basic and/or applied research needs assessment is submitted

b. proposal(s) submitted contain(s) needs assessment data

c. at least one faculty member sits on committee related to research needs assessment

d. unit in at least one course is devoted to research needs assessment

RESEARCH AND DEVELOPMENT

GOAL STATEMENT A: To conduct basic and/or applied research activities

Objective 4: engage in dissemination activities related to informing publics about vocational education research

Criteria:

a. proposal(s) include dissemination function

b. research activities undertaken contain dissemination function

c. regular publication of program contains research information

d. results of funded research projects are submitted to ERIC for inclusion in AIM/ARM

RESEARCH AND DEVELOPMENT

GOAL STATEMENT A: To conduct basic and/or applied research activities

Objective 5: engage in coordination activities related to basic and/or applied research

Criteria:

a. proposal(s) pertaining to intra-university or inter-agency research coordination is submitted

b. plan exists for coordination of research activities

c. program conducts conferences and/or workshops relative to results of research

d. program is perceived by practitioners as clearing house for research

RESEARCH AND DEVELOPMENT

GOAL STATEMENT A: To conduct basic and/or applied research activities

Objective 6: involve students in current research

Criteria:

a. program research activities are included as identified topic in course(s)

b. graduate assistants assigned to projects have job duties which enable them to view totality of projects

c. through seminars or other means of communication, students are informed about research in progress

RESEARCH AND DEVELOPMENT

GOAL STATEMENT A: To conduct basic and/or applied research activities

Objective 7: assist students in developing proposals for research

Criteria:

a. course work is available within program or other institutional unit to prepare students to develop proposals for research

b. student research is included in faculty assignments

c. student degree research contains hypotheses to be tested statistically

d. students have access to proposals for developmental activities

e. students are encouraged to respond to RFP's

RESEARCH AND DEVELOPMENT

GOAL STATEMENT A: To conduct basic and/or applied research activities

Objective 8: engage in research culminating in discovery, expansion, or application of knowledge pertaining to vocational education

Criteria:

a. project(s) is completed regularly which yields data pertaining to students, materials, programs, practices, or administration of vocational education

b. results of research projects are perceived by users as significant to vocational education

c. design of research projects is appropriate to program objectives

d. results of research projects are presented to appropriate individuals, groups, or agencies within stated time limits

RESEARCH AND DEVELOPMENT

GOAL STATEMENT A: To conduct basic and/or applied research activities

Objective 9: contribute to vocational education research literature

Criteria:

a. every program faculty member recently contributed the following: journal article, abstract of research, project analysis, or editorship of professional periodical

b. institution's reward system recognizes contribution of faculty members to literature

c. there is policy for senior faculty and/or chairpersons to assist junior faculty in publishing

d. papers are prepared or convention presentations are made by faculty members describing or explaining research results

MISSION AREA: II. RESEARCH AND DEVELOPMENT

GOAL: B. To engage in developmental activities

OBJECTIVES: The vocational teacher education program will:

1. utilize results of research in assessing needed materials, products, processes, etc., for populations, e.g., vocational teachers
2. engage in activities related to assessment of professional development needs of target populations, e.g., needs assessment for vocational directors
3. submit proposals for funding of developmental projects
4. submit proposals for funding of exemplary vocational professional development activities
5. conduct developmental projects culminating in materials, products, processes, etc., for use by target populations
6. engage in dissemination activities related to making materials, project results, information, etc., available to target populations
7. engage in coordinating activities related to utilization of developmental projects
8. involve students in current developmental activities
9. assist students in developing proposals for developmental projects
10. contribute to vocational education literature regarding developmental activities

RESEARCH AND DEVELOPMENT

GOAL STATEMENT B: To engage in developmental activities

Objective 1: utilize results of research in assessing needed materials, products, processes, etc., for target populations, e.g., vocational teachers

Criteria:

a. proposals for developmental activities contain section pertaining to prior research

b. developmental projects are based on stated need which can be documented from existing literature and research

c. proposals for developmental activities contain section pertaining to prior developmental activities

RESEARCH AND DEVELOPMENT

GOAL STATEMENT B: To engage in developmental activities

Objective 2: engage in activities related to assessment of professional development needs of target populations, e.g., needs assessment for vocational directors

Criteria:

a. potential users of developmental project products are included in needs assessment and/or project itself

b. developmental needs of target populations for proposals are formally reviewed using some method such as PROBE

c. products related to stated needs of one or more target populations are produced

RESEARCH AND DEVELOPMENT

GOAL STATEMENT B: To engage in developmental activities

Objective 3: submit proposals for funding of developmental projects

Criteria:

a. program regularly submits proposals for developmental activity

b. program maintains file of current RFP's for developmental activities

c. program maintains file of previously submitted proposals pertaining to developmental activities

d. procedures are developed to insure reasonable expectation of proposed project's completion

RESEARCH AND DEVELOPMENT

GOAL STATEMENT B: To engage in developmental activities

Objective 4: submit proposals for funding of exemplary vocational professional development activities

Criteria:

a. training proposal(s) is submitted

b. file of current RFP's for training activities is maintained

c. file of submitted proposals pertaining to training activities is maintained

d. procedures or plans of actions are developed to insure proposed project's completion

RESEARCH AND DEVELOPMENT

GOAL STATEMENT B: To engage in developmental activities

Objective 5: conduct developmental projects culminating in materials, products, processes, etc., for use by target populations

Criteria:

a. project(s) is completed by program which yields materials, handbooks, guidelines, etc., for use by one or more target population(s)

b. products of developmental activities are perceived by users as significant

c. design of developmental projects is appropriate to objectives

d. results of developmental projects are presented to appropriate individual, group, agency within stated time limits

e. products of developmental projects are reviewed for purpose of updating them

RESEARCH AND DEVELOPMENT

GOAL STATEMENT B: To engage in developmental activities

Objective 6: engage in dissemination activities related to making materials, project results, information, etc., available to target populations

Criteria:

a. developmental projects contain dissemination function

b. target population receives product or results of project

c. program submits proposals for project directed toward disseminating materials, research, information, etc.

d. program supplies copies of products of developmental projects upon request

e. program submits copies of products of developmental activities to 1) ERIC for inclusion in AIM/ARM and 2) state curriculum center

RESEARCH AND DEVELOPMENT

GOAL STATEMENT B: To engage in developmental activities

Objective 7: engage in coordinating activities related to utilization of developmental projects

Criteria:

a. conferences or workshops relative to results of developmental projects are conducted

b. results of developmental projects by producing and distributing bibliographies abstracts, etc., are synthesized

c. graduates perceive program as clearing house for products or developmental projects

d. practitioners perceive program as clearing house for developmental projects

RESEARCH AND DEVELOPMENT

GOAL STATEMENT 8: To engage in developmental activities

Objective 8: involve students in current developmental activities

Criteria:

a. developmental activities are included as identified topic within students' programs

b. graduate assistants assigned to projects have job duties which enable them to view totality of projects

c. through seminars or other means of communication, students are informed about developmental projects in progress

RESEARCH AND DEVELOPMENT

GOAL STATEMENT B: To engage in developmental activities

Objective 9: assist students in developing proposals for developmental projects

Criteria:

a. course is available in program or other institutional unit where students are prepared to develop proposals for developmental activities

b. students have access to proposals for developmental activities

c. students are encouraged to respond to RFP's

RESEARCH AND DEVELOPMENT

GOAL STATEMENT B: To engage in developmental activities

Objectives 10: contribute to vocational education literature regarding developmental activities

Criteria:

a. program faculty members contribute the following pertaining to developmental activity: journal article, project analysis, publishable abstract, or other manuscript suitable for publication

b. institution's reward system recognizes contribution of faculty members to literature pertaining to developmental activities

c. papers are prepared or convention presentations are delivered regarding faculty developmental activities

MISSION AREA: II. RESEARCH AND DEVELOPMENT

GOAL: C. To engage in evaluation activities

OBJECTIVES: The vocational teacher education program will:

1. participate in needs assessments for university programs, SEA's, and LEA's
2. conduct course and program evaluations
3. include evaluation component in research and developmental activities
4. develop proposals for funding related to evaluation activities
5. participate in inter-agency evaluation efforts, e.g., SEA-LEA, USOE-LEA, etc.
6. involve students in evaluation activities
7. assist students in developing evaluation proposals
8. contribute to vocational education literature concerning evaluation

RESEARCH AND DEVELOPMENT

GOAL STATEMENT C: To engage in evaluation activities

Objective 1: participate in needs assessments for university programs, SEA's, and LEA's

Criteria:

a. evaluation is identified goal

b. participation in needs assessment is part of the program

c. proposal(s) for needs assessment is submitted by program

d. local or state education agency calls upon faculty or program to assist in needs assessment

e. local vocational administrators have positive attitude about the program's ability to contribute to needs assessment

RESEARCH AND DEVELOPMENT

GOAL STATEMENT C: To engage in evaluation activities

Objective 2: conduct course and program evaluations

Criteria:

a. plan for program evaluation is maintained

b. program evaluation procedures include students, graduates, and faculty

c. results of program evaluations are distributed to program faculty in institution

d. results of program evaluations are distributed to appropriate superiors in institution

e. curriculum evaluation includes experts from field outside program

f. state curriculum requirements are in evidence in program curriculum

g. curriculum changes are evident as result of curriculum evaluation

h. program graduates are evaluated in terms of program requirements

i. employing officials of program graduates express satisfaction

RESEARCH AND DEVELOPMENT

GOAL STATEMENT C: To engage in evaluation activities

Objective 3: include evaluation component in research and developmental activities

Criteria:

a. evaluation component is specified in research and developmental projects

b. evaluation component is judged adequate by experts external to projects

c. evaluation by users and/or participants is included in developmental projects

d. evaluation component in propcsals and projects specifies evaluation design

RESEARCH AND DEVELOPMENT

GOAL STATEMENT C: To engage in evaluation activities

Objective 4: develop proposals for funding related to evaluation activities

Criteria:

a. list of funding agencies and requirements for evaluation-related activities is on file

b. proposal(s) for external funding of evaluation project(s) is submitted

RESEARCH AND DEVELOPMENT

GOAL STATEMENT C: To engage in evaluation activities

Objective 5: participate in inter-agency evaluation efforts, e.g., SEA-LEA, USOE-LEA, etc.

Criteria:

a. state education agency recognizes evaluation expertise of program faculty

b. program graduates recognize evaluation expertise of program faculty

c. program solicits involvement in inter-agency evaluation efforts

d. program faculty is involved in inter-agency evaluation efforts

RESEARCH AND DEVELOPMENT

GOAL STATEMENT C: To engage in evaluation activities

Objective 6: involve students in evaluation activities

Criteria:

a. evaluation activities are included as identified topic within students' programs

b. graduate assistants assigned to projects have job duties which enable them to view totality of projects

c. through seminars or other means of communication, students are informed about evaluation projects in progress

RESEARCH AND DEVELOPMENT

GOAL STATEMENT C: To engage in evaluation activities

Objective 7: assist students in developing evaluation proposals

Criteria:

a. course is available in program or other institutional unit where students are prepared to develop proposals for evaluation activities

b. students have access to proposals for evaluation activities

c. students are encouraged to respond to RFP's

RESEARCH AND DEVELOPMENT

GOAL STATEMENT C: To engage in evaluation activities

Objective 8: contribute to vocational education literature concerning evaluation

Criteria:

a. faculty members write articles or abstracts related to evaluation

b. faculty members participate in conferences or conference sessions related to evaluation

c. evaluation contributions of program faculty are recognized as adequate by outside experts

MISSION AREA: III. SERVICE

GOAL: A. To engage in activities within university structure

OBJECTIVES: The vocational teacher education program function will:

1. provide personnel to aid in preparation of vocational education proposals for program initiation
2. provide personnel to aid in other vocational program initiation
3. encourage personnel to serve on university governance assignments
4. provide personnel for instructional consultation with students from other academic areas
5. provide personnel for advisements to students from other academic areas
6. provide resource personnel for other curricular programs
7. provide personnel to serve as advisors to student organizations
8. share stated goals and objectives with other units of university

SERVICE

GOAL STATEMENT A: To engage in activities within the university structure

Objective 1: provide personnel to aid in preparation of vocational education proposals for program initiation

Criteria:

a. faculty assists other vocational teacher education programs within institution regarding proposals

b. faculty in other vocational teacher education programs values assistance provided

c. technical assistance is available to vocational educational proposals of other origin

d. institutional reward system recognizes contribution to vocational education proposals

SERVICE

GOAL STATEMENT A: To engage in activities within university structure

Objective 2: provide personnel to aid in other vocational program initiation

Criteria:

a. faculty assists other vocational teacher education programs within institution regarding program initiation

b. faculty in other vocational teacher education programs values assistance provided

c. technical assistance is available to vocational educational program initiation of other origin

d. institutional reward system recognizes contribution to other vocational education program initiation

SERVICE

GOAL STATEMENT A: To engage in activities within university structure

Objective 3: encourage personnel to serve on university governance assignments

Criteria:

a. faculty is nominated for university governance assignments

b. faculty is eligible for election and/or appointment to university governance assignments

c. institutional reward system recognizes university governance assignments

d. faculty currently serves on major institutional committees

SERVICE

GOAL STATEMENT A: To engage in activities within university structure

Objective 4: provide personnel for instructional consultation with students from other academic areas

Criteria:

a. faculty maintains established hours for student consultation and instruction

b. record is maintained of faculty instructional consultation

c. non-vocational education students who have consulted with faculty value assistance received

d. program resources, such as departmental library holdings, are made available to non-vocational education students

SERVICE

GOAL STATEMENT A: To engage in activities within university structure

Objective 5: provide personnel for advisement to students from other academic areas

Criteria:

a. faculty serves as vocational education advisors for students with minors in vocational education

b. record is maintained of faculty advisement with non-majors

c. non-vocational education students who have consulted with faculty value assistance received

SERVICE

GOAL STATEMENT A: To engage in activities within university structure

Objective 6: provide resource personnel for other curricular programs

Criteria:

a. faculty availability and resource expertise are communicated to other curricular programs

b. faculty serves as resource personnel for other university projects requiring its competency

c. faculty serves as guest speakers in courses taught in other programs

d. quality of faculty contributions is recognized by other university programs/ projects which have used vocational education resource persons

e. institutional reward system recognizes service contribution of faculty to intra-university efforts

SERVICE

GOAL STATEMENT A: To engage in activities within university structure

Objective 7: provide personnel to serve as advisors to student organizations

Criteria:

a. institutional reward system recognizes contribution as advisor to student organization

b. faculty is eligible for election and/or appointment to advise student organizations

c. faculty serves as an advisor to student organizations

SERVICE

GOAL STATEMENT A: To engage in activities within university structure

Objective 8: share stated goals and objectives with other units of university

Criteria:

a. goals and objectives are distributed to other university units

b. annual meetings are held with other universities to discuss stated goals and objectives

MISSION AREA: SERVICE

GOAL: B. To engage in service activities for local education agencies

OBJECTIVES: The vocational teacher education program function will:

1. provide expertise to LEA's to improve existing vocational education programs

SERVICE

GOAL STATEMENT B: To engage in service activities for local education agencies

Objective 1: provide expertise to LEA's to improve existing vocational education programs

Criteria:

a. faculty assists LEA's

b. contributions of faculty to various agencies are documented through reports, minutes, etc.

c. within past three years every faculty member has participated in assisting LEA's

d. faculty provides assistance to LEA's without additional compensation

e. institution's reward system recognizes service contributions by faculty

f. faculty assists LEA's in conducting needs assessments for program planning

g. faculty assists LEA's in conducting evaluations of local programs

MISSION AREA: SERVICE

GOAL: C. To engage in service activities for state education agencies

OBJECTIVES: The vocational teacher education program function will:

1. provide personnel to serve on SEA task forces, developmental projects, and committees
2. assist SEA staffs in organizing inservice programs for joint benefit of state staffs and teacher educators
3. provide personnel for state vocational education professional organizations

SERVICE

GOAL STATEMENT C: To engage in service activities for state education agencies

Objective 1: provide personnel to serve on SEA task forces, developmental projects, and committees

Criteria:

a. majority of faculty has served on state task force related to vocational education

b. faculty participates in inter-institutional activities related to vocational education

c. impact of faculty contributions to state-wide efforts in vocational education; e.g., concepts, position statements, standards, etc., is documented

d. state consultants perceive state-wide contributions of faculty to be valuable

e. state board staff members perceive state-wide contributions of faculty to be valuable

f. service rendered by faculty has been perceived as valuable by groups or agencies receiving service

SERVICE

GOAL STATEMENT C: To engage in service activities for state education agencies

Objective 2: assist SEA staffs in organizing inservice programs for joint benefit of state staffs and teacher educators

Criteria:

a. faculty serves as advisory committees to plan inservice programs for state staffs and teacher educators

b. faculty attends inservice education programs for state staffs and teacher educators

c. faculty participates in inservice education programs for state staffs and teacher educators

SERVICE

GOAL STATEMENT C: To engage in service activities for state education agencies

Objective 3: provide personnel for state vocational education professional organizations

Criteria:

a. faculty belongs to professional organizations in vocational education at state level

b. majority of faculty has served on state committees in professional organizations for vocational education

c. majority of faculty has made presentation to state professional organization meeting

d. expertise of faculty is recognized by state professional vocational organization

MISSION AREA: SERVICE

GOAL: D. To engage in service activities for national organizations

OBJECTIVES: The vocational teacher education program function will:

1. represent university to external agencies and organizations
2. provide personnel expertise for national vocational educational professional organizations
3. provide personnel to serve national agencies and organizations

SERVICE

GOAL STATEMENT D: To engage in service activities for national organizations

Objective 1: represent university to external agencies and organizations

Criteria:

a. faculty is requested by university administration to serve on committees, etc., outside university

b. faculty contributes to activities for university alumni, service clubs, etc.

SERVICE

GOAL STATEMENT D: To engage in service activities for national organizations

Objective 2: provide personnel expertise for national vocational educational professional organizations

Criteria:

a. faculty belongs to professional organizations in vocational education at national level

b. majority of faculty has served on national committees in professional organizations for vocational education

c. majority of faculty has made presentation to national professional organization meeting

d. expertise of faculty is recognized by national professional vocational organization

SERVICE

GOAL STATEMENT D: To engage in service activities for national organizations

Objective 3: provide personnel to serve national agencies and organizations

Criteria:

a. faculty assists various national vocational education agencies

b. contributions of faculty members to various agencies are documented through reports, minutes, etc.

c. faculty provides assistance to vocational education agencies without compensation

d. institution's reward system recognizes service contributions by faculty

e. service rendered is perceived as valuable by groups or agencies receiving service

f. national consultants perceive nation-wide contributions of faculty to be valuable

CE 008 492